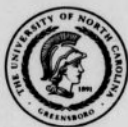


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EVANS, DOROTEA LUGARIC. Attitudes of Selected Groups toward Quality and Selected Aspects of Education Provided by Community Colleges. (1977) Directed by: Dr. Barbara Clawson. Pp. 87

The purpose of this study was to examine differences in attitudes of four-year college faculty, community college faculty, high school students, and their parents toward quality and selected aspects of educational services provided by community colleges. It was hypothesized that there would be no relationship among students' post-high school plans and their attitudes toward community colleges and that there would be no relationship among selected demographic characteristics and attitudes parents have about community colleges.

Two faculty groups of 75 individuals were randomly selected from a four-year college and a community college; responses were made by 48 and 46 faculty members, respectively. The student sample was made up of 129 seniors enrolled in family life classes in two local high schools. The parental sample was made up of 95 parents whose children were enrolled in the previously mentioned classes.

Data for the study were collected using a 35-item Likert-type attitude questionnaire. Items dealt with goals and purposes of community colleges and quality of education.

From the questionnaires that were useable the following seven factors were isolated by a varimax rotated factor analysis: quality of education, community college as an educational alternative, counseling services, equipment and materials, remedial education, transfer education, and faculty concern. Analyses of variance were used to test the three hypotheses. When the F-value was significant a Scheffé test was applied.

Differences among groups were detected for five of the seven factors. Community college faculty was identified as having significantly more positive attitudes than four-year college faculty about quality of education provided by community colleges but differences between faculties were not significant for community college as an educational alternative, counseling services, transfer education and faculty concern. They also had higher mean scores than parents and students in regard to quality of education and community college as an educational alternative. Four-year college faculty had higher mean scores than both students and parents in regard to community college as an alternative form of education and counseling services. Students and parents differed only in regard to quality of education with the students having the higher mean score.

With regard to demographic characteristics of parents differences in attitudes were identified for some factors. Males were more positive about counseling services than females and whites had a more positive attitude than blacks about community college as an educational alternative and equipment and materials. Those who had some college education had the highest mean scores for community college as an alternative and remedial education. High school graduates had the highest mean score for equipment and materials.

In regard to students' post-high school plans, those planning some post-secondary education had the most positive attitude about community college as an educational alternative. Transfer education was viewed most favorably by those students who plan to attend a four-year college.

In conclusion the four groups in the study differed in their attitudes and parents' attitudes were related to specific demographic characteristics. Attitudes of high school students were related to their future educational plans.

ATTITUDES OF SELECTED GROUPS TOWARD QUALITY AND
SELECTED ASPECTS OF EDUCATION PROVIDED BY
COMMUNITY COLLEGES

by

Dorotea Lugaric Evans

A Thesis Submitted to
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Approved by

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APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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community colleges has resulted in the formation of a unique institution that is still trying to establish itself in the total framework of the educational system. This component of the American educational system is destined to provide expanded educational opportunities for all citizens.

The concept of the public two-year college began in the late 1800's and has evolved through the years, such that it is considered by many to be one of the most significant developments in the educational system during this century (Robnett, 1978). Though growth was slow at first, programs such as the G.I. Bill helped speed it up. Many services and the need to take advantage of this educational opportunity resulted in community colleges.

Although the period of the 1950's was an important era for the two-year college, the late 1950's and early 1970's were the years of most drastic change. All areas of higher education experienced the effects of the "baby boom" and the community colleges were no exception. Enrollment jumped to over 10 million in 1970 and the number of community colleges reached 1,108 (Benedict and Elliott, 1971, p. 77-78). Community colleges were absorbing some of the four-year college students and serving as a full program for a post-high school education.

Being a relatively new development in the area of higher education, the community college is often not well understood, either by the community

CHAPTER I

INTRODUCTION

In the last few decades there has been a rapid expansion in the newest component of American higher education. The phenomenal growth of community colleges has resulted in the formation of a unique institution that is still trying to establish itself in the total framework of the educational system. This component of the American educational system is designed to provide expanded educational opportunity for all citizens.

The concept of the public two-year college began in the late 1800's and has evolved through the years, such that it is considered by many to be one of the most significant developments in the educational system during this century (Burnett, 1973). Though growth was slow at first, programs such as the G.I. Bill helped speed it up. Many service men who wanted to take advantage of this educational opportunity enrolled in community colleges.

Although the period of the 1940's was an important era for the two-year college, the late 1960's and early 1970's were the years of most drastic change. All areas of higher education experienced the effect of the "baby boom" and the community colleges were no exception. Enrollments jumped to two million in 1970 and the number of community colleges reached 1,100 (Medesker and Tillery, 1971, p. 17-18). Community colleges were absorbing some of the four-year college overflow and serving to fulfill student demand for a post-high school education.

Being a relatively new development in the area of higher education, the community college is often not well understood, either by the community

it serves or within the educational circles of which it is a part (Medesker and Tillery, 1971). Perceptions people have about community colleges are a result of their attitudes and values and have an effect on their acceptance of the role of the community college (Cohen, 1971, p. 12). In order to assure the survival of the community college, people need to understand and accept its role in the educational setting (Lewis, 1974).

Those who work in a community college project their attitudes about their institutions every day to the people they contact. For example, if faculty at a community college has a positive attitude about that institution, their opinion will be passed on to the people with whom they associate. At the same time, the attitudes of educators in four-year colleges toward community colleges offer an indication of how community colleges are accepted in the already established realm of higher education.

The attitudes of prospective students and their parents also effect the future success of community colleges. If community colleges are viewed negatively by these two groups there will be a decline in enrollment and future programs of the community college could be altered.

Palinchak (1973) pointed out that there is a low level of research that has been done about community colleges and future studies need to be initiated. One of the areas, according to Palinchak (1973), to which research must be directed is to explore and correct the misconceptions held by professional educators and laymen in relation to community colleges. In order to do that an examination of present attitudes and perceptions was appropriate. Such studies could be helpful in developing

an instrument with which community colleges could survey selected components of its constituency and examine how each group looks at the goals and purposes of these two-year institutions. Implications of such research could be significant to the planning of public relations programs by the community colleges.

Purpose and Objectives

The main purpose of this study was to examine the attitudes of four groups of individuals toward community colleges. Three specific objectives were outlined for this study:

1. To compare the attitudes of four selected groups of individuals toward community colleges and the quality of education they offer.
2. To determine if there is a relationship between selected demographic characteristics (sex, race, education, occupation, and socioeconomic status) and the attitudes parents have about community colleges.
3. To determine if there is a relationship between the future educational plans of high school students and their attitudes toward community colleges.

Definition of Terms

For the remainder of this study two-year or community college will refer to those institutions that offer a two year parallel (transfer) program, two year associate degree in technical or semi-professional fields, adult basic education, continuing education programs, programs for the disadvantaged or any combination of the above.

Four-year college will refer to those state and private institutions which offer a program leading to a baccalaureate degree or above.

Transfer programs are those programs which constitute the first two years of a four-year college or university degree. Technical programs are those two-year programs that prepare students for entry jobs in a paraprofessional field, and occupational programs are those programs that prepare students for entrance into a skilled occupation. These programs differ in length depending on the job skills being developed, and result in a certificate or diploma.

Hypotheses

Hypotheses tested in this study were:

1. There is no difference among attitudes of the four selected groups, four-year college faculty, community college faculty, high school students, and parents, toward community colleges.
2. There is no relationship between selected demographic factors (sex, race, education, occupation, and socio-economic status) and attitudes parents have about community colleges.
3. There is no relationship between future educational plans of students and their attitudes about community colleges.

Limitations

The student group consisted of family life classes from two local high schools where permission was granted for the distribution of the questionnaire. The parent group consisted only of parents whose children were enrolled in the preceding family life classes.

A further limitation was that only faculty members from two institutions provided data for the study. The two institutions, University of North Carolina at Greensboro and Gaston College (a community college), were selected because of convenience and economical considerations.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to examine the attitudes of selected groups in the community toward certain aspects of the community college. In order to facilitate the presentation of research literature related to this study, it was divided into the following sections: research pertaining to community college goals and functions; research dealing with attitudes of two-year college personnel, community members, high school students, and related educational groups; and studies dealing with comparison of attitudes of different groups of individuals.

At first the community college was seen as a two-year extension of the high school that would prepare students to enter a senior college. This division of the four years of post-secondary education was seen as serving two purposes. First, the division would separate the liberal arts courses from the more professional ones that would be left for the last two years, and second, it would make post-high school education more accessible for a greater number of people (Monroe, 1972). The community colleges, or junior colleges as they were called in the beginning, were looked upon as another step in the realization of the "American Dream". Low tuition, proximity to home, and varied programs were the answers that would allow all people to obtain some post secondary education if they desired it (Medesker and Tillery, 1971).

Goals and Purposes of Community Colleges

In order to understand the role community colleges are playing in the American educational system an examination of the goals and purposes seemed appropriate. Examination of these basic goals and purposes also provided a framework to which attitudes of different groups toward community colleges could be related.

One of the earliest and most extensive studies pertaining to community colleges was done by Koos in 1924. By examining existing literature and publications from community colleges 21 purposes were isolated that were part of the community college goals. These were:

1. Offering two years of work acceptable to colleges and universities.
2. Completing education of students not going on.
3. Providing occupational training of junior college grade.
4. Popularizing higher education.
5. Continuing home influences during immaturity.
6. Affording attention to the individual student.
7. Offering better opportunities for training in leadership.
8. Offering better instruction in these school years.
9. Allowing for exploration.
10. Placing in the secondary school all work appropriate to it.
11. Making the secondary school period coincide with adolescence.
12. Fostering the evolution of the system of education.
13. Economizing time and expense by avoiding duplication.
14. Assigning a function to the small college.
15. Relieving the university.
16. Making possible real university functioning.
17. Assuring better preparation for university work.
18. Improving high school instruction.
19. Caring better for brighter high school students.
20. Offering work meeting local needs.
21. Affecting the cultural tone of the community. (pp. 14-15)

More current studies indicated that although some of these purposes were abandoned during the years, others are still considered valid. In a special report published by the Carnegie Commission on Higher Education (1970) the following recommendations were made for continued development of community colleges:

1. All applicants over 18 years of age who could benefit from continued education should be granted admission.
2. The two-year institutions should offer a variety of programs.
3. Transfer programs should be structured in such a way to facilitate admission to four-year schools.
4. Occupational programs should be offered to meet the manpower requirements.
5. Guidance and counseling programs should be enacted which would provide professional services to students as the need arises.
6. Remedial education should be provided for students with special needs. (pp. 15-23)

The state of North Carolina has also adopted some of these goals for its community colleges. In a progress report for the first five years, 1963-1968, the Department of Community Colleges, under the auspices of the State Board of Education, outlined aims and purposes similar to the ones listed above. The report stressed the need to provide an educational facility for all interested adults, keep admissions open, provide vocational and technical programs, meet the increased need for adult continuing education programs, provide remedial education, provide a comprehensive transfer program, provide basic adult education, and serve the cultural needs of the community (pp. 8-9). This "multi-purpose" approach to educational services provided by community colleges has been accepted by most of these two-year institutions.

Attitudes of Community College Personnel

Research dealing with attitudes toward community colleges is rather limited. Some of the most extensive work has been done in the area of attitudes of community college faculty. Leslie (1973) administered a Likert-type questionnaire to a sample of private two-year college faculty, community college faculty and faculty from two-year campuses that were lower divisions of a state university to determine their acceptance of the institutional goals. Three factors were identified as the result of a factor analysis. Factor one dealt with the quality of education, factor two with the institutional goals and factor three with the role of the faculty. All three components of the faculty sample had a positive attitude toward all three factors. This positive score meant the faculty believed the community college should fulfill the needs of the community, keep admission open to all who applied, have a vocational program and not require faculty research and publishing.

In investigating the community college as a place of employment, Cohen (1974) reported that a high degree of satisfaction resulted from the involvement with students. Dissatisfaction was associated with administration and institutional red-tape. In addition, Bushnell (1973) determined that 91% of the community college faculty were completely satisfied with their jobs and that 81% indicated the counseling program was beneficial to the students. In a 1975 study done in California, Archer discovered similar but stronger feelings about the community college as a place of employment. His sample of 994 fulltime faculty members from eleven Southern California community colleges revealed a higher degree of satisfaction than in 1957 when a similar study was conducted. The faculty expressed the opinion that community colleges provide

the same, if not better, quality of education than four-year colleges. This group also supported the multi-purposes of the community college.

Some researchers have also examined the relationships among faculty attitudes and specific demographic factors. Hill and Morrison (1975) discovered that although the community college faculty accepted the role of the community college, those in programs such as nursing, education, and business identified more closely with the community college while those in fine arts, humanities, and social and behavioral science were more likely to identify with a senior institution (p. 41). A similar response was also found in Fulton's (1976) examination of staff attitudes. In order to establish a reference attitude about community colleges, a recognized group of experts on community colleges was sampled and a chi-square analysis was used to compare those attitudes with faculty attitudes. The administrative staff and vocational staff supported the community college goals more than did the instructional and academic staffs.

Attitudes Held by Community Members

Attitudes held by the public in the local community served by the community college are also important in the total perception of the community college; however, research is limited in this area. Bushnell (1973) pointed out that students, parents, employers, and politicians no longer accepted the statement that four-year colleges are the answer to post-secondary education. These groups are accepting the community college as an "attractive alternative" (p. 45). Murphy (1976) studied a segment of a rural community served by a community college and determined

that parents of students and full-time community college students were the most highly satisfied groups in relation to institutional goals. A study conducted in Texas by McFarlane (1975) found that the community college in question was looked upon as the dominant institution in the area's post-secondary educational system and that the majority of the constituents viewed the three programs offered in the institution favorably. Positive attitudes about the transfer program were expressed by 51.9% of the respondents. Also 52.2% of those in the study viewed job skill programs favorably and 65.7% viewed the non-credit program favorably.

Attitudes of High School Students

High school students are the future community college students and their opinions about community colleges affect their choice for post-secondary education. An attempt to evaluate high school students' attitudes about community college in their area was done by Roesler (1972). This researcher selected a random sample of high school juniors and seniors from all the high schools in the Appalachian Consortium area. One of the objectives for the study was to examine the image the community college had among high school students and to evaluate the aspirations of students in terms of a two-year college education. The completion of this objective would aid the community college personnel in recruitment efforts.

The student sample revealed a positive outlook toward the community college of their area. Of the students sampled, 32% said they planned to attend a four-year college and 28% planned to attend a community college or technical institute. A majority of the students (63%) knew that community colleges have a lower tuition than four-year colleges.

Attitudes of Related Educational Groups

Other attitudinal studies related to the perceptions about community colleges are limited to a small group within the educational realm. Mayo (1973) and Battorff (1975) both looked at the attitudes of high school counselors toward community colleges since this group has the potential to influence perspective students when they are considering the community college as an educational alternative. Both researchers found that attitudes were affected in a positive direction by the following circumstances. Mayo (1973) determined that listening to a program about the community college, participating in an arbitration workshop and using the community college facilities all affected attitudes but not enough to be significant statistically. Battorff's (1975) study was more conclusive. He selected a random sample from the Directory of Arkansas Counselors and compared attitudes of those in whose districts there was a community college with those where there was not. Battorff associated favorable attitudes of counselors with those districts where community colleges have been established longer and where counselors visited the community college located in their area.

Limited research was also found about attitudes of public school superintendents and members of the community college boards of trustees. Dunn (1973) discovered public school superintendents in general had a positive outlook. More specifically a positive attitude was associated with superintendents who had a math and science background, those who had contact with a community college and those who were 49 years or older.

Members of the boards of trustees accepted the main roles and philosophies of the community college also. They did reject ideas such as extra-curricular programs, inter-collegiate sports, social organizations and fraternities, and faculty and student membership on the board (Sharrock, 1974).

Comparison of Attitudes from Different Groups

One of the most extensive works examining the attitudes of eight different groups--parents of students in attendance, students in attendance, individuals who were admitted but did not register, local personnel directors, secondary school guidance counselors, community college faculty, private and public university faculty--was done by Lewis (1974). The eight groups identified responded to a 75-item questionnaire that Lewis constructed for the study. The items in the instrument were designed to measure reactions toward the five goals of community colleges prevalent in the literature (transfer education, occupational education, community service, counseling service, and remedial education). An analysis of variance was performed for each of the five factors. Where significant differences were revealed by the analysis of variance, a Scheffé test was done to identify groups between which these differences were significant. From the 52.12% of 1998 questionnaires that were returned, Lewis drew the following conclusions. In relation to each of the five goals examined, the parents had consistently higher scores than did the four-year college faculty. Community college faculty also had a more positive attitude about counseling, transfer education, and occupational education than did the four-year college

faculty. School counselors and students in attendance had the most favorable outlook toward remedial education and counseling services provided by the community college in question.

Summary

In summary, research about attitudes toward community colleges is limited in quantity and to studies in specific locations. Although specific studies isolated one or two groups and examined their attitudes in respect to community colleges, few works which compared a variety of different groups were available. Thus, support for continued research in different locations and with a variety of subjects appeared to be relevant.

Population and Sample

As a preliminary step the broad population for the study was divided into four specific groups: four-year college faculty, community college faculty, high school students and parents of high school students. Each of the groups was then further defined prior to the selection of the sample.

A random sample of 75 four-year college faculty members was drawn from a list of 435 faculty members at the University of North Carolina at Greensboro that was made available to the researcher in the spring of 1977. In the same manner a random sample of 75 was selected from a

CHAPTER III

PROCEDURES

The major purpose of this study was to determine if there was a difference in attitudes of four-year college faculty, community college faculty, high school seniors and parents of high school seniors toward community colleges and the quality of education they offer. Some additional areas of interest were the investigation of relationships a) among attitudes and race, sex, education, occupation and socio-economic status of parents, and b) between attitudes of students and their post-high school plans.

It was determined that a descriptive study would be the most appropriate approach for investigation of the problem. Information presented in this chapter deals with selection of the population and sample, instrument development, data collection and data analysis.

Population and Sample

As a preliminary step the total population for the study was divided into four specific groups: four-year college faculty, community college faculty, high school seniors and parents of high school seniors. Each of the groups was then further defined prior to the selection of the sample.

A random sample of 75 four-year college faculty members was drawn from a list of 635 faculty members at the University of North Carolina at Greensboro that was made available to the researcher in the spring of 1977. In the same manner a random sample of 75 was selected from a

faculty list of 95 full-time instructors obtained from Gaston College (a community college in Gastonia, North Carolina). The two faculties participating in the study were chosen because the questionnaire distribution could be handled through the campus mail system, thus, reducing the expense for the study.

Due to the large number of high school seniors and their parents in North Carolina, it was not practical to draw a random sample so an alternative method was chosen. The student sample was comprised of seniors in family life classes from two high schools. The superintendents of the two school districts involved were contacted by letter (Appendix B) to obtain permission to contact the principals of high schools where it was known that sufficient number of students were enrolled in the family life classes and where the teachers were willing to cooperate. It was believed that the students who enroll in these classes come from different socio-economic backgrounds and vary in academic abilities. These are also home economics classes in which both boys and girls enroll. One of the high schools in the study was an inner-city school whose students came from an urban setting and whose families are non-farm workers. This school contributed 64 students for the study of which 33 were female and 31 were male. The other school was a county school which drew students from a largely rural population. The family life classes there had 54 females and 22 males enrolled.

The parent sample was pre-determined on the basis of the schools selected. Only the parents or guardians of students enrolled in the previously mentioned classes were included in the parent population. Both parents of each student were included in the sample and since the

student sample was assumed to be a heterogeneous group, the parent sample was assumed to be heterogeneous also. Since some students may be living with just one parent or guardian, the exact number of parents could not be determined.

Instrument Development

Careful review of related literature indicated that a Likert-type attitude scale was a suitable instrument for this study. Similar studies (Lewis 1974, Sharrock 1974, Battorff 1975, and Dunn 1973) all employed a Likert-type scale to determine attitudes related to community colleges. The items that were incorporated in the questionnaire for this study were developed to reflect the major goals and purposes of community college education as defined in the literature, and the general quality of education provided. Some of the items were adapted from those used by Lewis (1974) and some were developed by the researcher. A direct adaptation of the Lewis questionnaire was not suitable since his study was directed toward a specific community college and included items that dealt only with that particular institution. For this study a more general orientation of the questionnaire to community colleges was desired. The concepts serving as a basis for item development were transfer, occupational and technical education, quality of education offered by the community college, counseling services, and remedial education.

The instrument that was developed (Appendix A) consisted of 35 items in its final form. To each of the items, the respondents were to reply on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Some of the items were constructed in a negative direction to avoid response set. The

instrument also incorporated a section which requested some demographic information. Participants were asked to indicate their sex, race, education, occupation, and in the case of students their future educational plans.

Before the final questionnaire was adopted items were tested with three to five members from each group who were not selected for the study. Length of time to complete the questionnaire was noted along with any unclear items or questions raised by the participants in the pilot study. Revisions were made on the basis of the suggestions given.

Data Collection

The same questionnaire was distributed to each of the four groups (four-year college faculty, community college faculty, high school seniors and student's parents). The student group, however, was the only one that responded to the item about post-high school plans.

The questionnaires were color coded for easier key punching and to avoid possible mix-up among the groups. Colors used were blue for four-year college faculty, green for community college faculty, yellow for students, and pink for parents. Each of the faculty questionnaires had a code number assigned to it to facilitate the mailing of the follow-up letter.

Both faculty groups received their questionnaires through campus mail with an accompanying cover letter (Appendix B) and a self-addressed envelope for easier return. Two weeks after the original mailing date a reminder note was sent to those who had not returned the questionnaire at that time (Appendix B). Of the 75 questionnaires that were sent to

each faculty group, 48 and 46 were returned by the four-year and community college faculty groups, respectively. This represented a 64% return for the four-year college faculty and 61.3% return for the community college faculty.

Of those individuals from the four-year college who returned the questionnaire and completed the background data section, 22 were male, 21 female; one black, 41 white; 43 had a doctorate or master's degree and two had a bachelor's degree. The community college sample was made up of 30 males, 14 females; one American Indian, four blacks, one oriental, and 38 whites. Their educational training ranged from those with doctorate degrees to those with high school education. One was a high school graduate, one completed between one and three years of college, 6 had a bachelor's degree and 35 held a master's degree or above.

The students received their questionnaires in school and the cooperating teachers allotted class time for the completion of the questionnaires. As they returned the completed questionnaire to the teacher or the investigator each student received a copy of the instrument for each of their parents or guardians. The students were instructed to take the envelope and the questionnaire home and return it to school after the parents responded to the questionnaire. A cover letter explaining the purpose of the study and the method of data collection was also sent to the parents (Appendix B). The questionnaires from the parents were picked up at the school by the researcher after an appropriate interval of time had passed.

The student group had the highest rate of return of all the groups. The 130 questionnaires returned accounted for 92.8% of the student

population; 129 of the questionnaires were useable for the study. In the student group there were 46 males, 83 females; one American Indian, 25 blacks, one Spanish American, and 99 whites.

Of the 95 parents who returned the questionnaire, 56 came from the students in the county school and 39 from the students in the city high school. There were 30 males and 54 females represented in the final sample. The racial distribution reflected the student sample with 30 parents being black, one Spanish American, and 62 white.

Socio-economic status was determined by the use of the Hollingshead (1957) scale which determines one's socio-economic level by applying the appropriate weighting factor to one's score on occupation and education. This scale ranks a person's occupation and education into seven categories with one being the highest and seven the lowest. After a person is assigned to a category the number is multiplied by four for education and seven for occupation and then added. The resulting number places each person into one of five socio-economic groups that have been determined by Hollingshead (1957).

From the parents who indicated their educational level 6 had a master's or doctorate degree, 20 a bachelor's degree, 19 had some college education, 25 completed high school, 9 had between 10 and 11 years of school, 6 between 7 and 9 years, and 3 less than 7 years. The breakdown according to occupational groups defined by Hollingshead (1957) was as follows:

- 10 higher executives or major professionals
- 12 business managers or lesser professionals
- 12 administrative personnel or minor professionals
- 10 clerical or sales workers, or technicians
- 5 skilled manual employees
- 10 machine operators or semi-skilled employees
- 27 unskilled employees or housewives.

The parents were represented in all of the five socio-economic classes (Hollingshead, 1957) with five being the lowest and one the highest. Seven parents were in class I, 18 in class II, 21 in class III, 21 in class IV, and 19 in class V.

Data Analysis

The collected data were key punched onto computer cards in the appropriate manner and subjected to the following analyses. Results were tabulated in frequency tables for each item according to the four groups in the study. From these data generalizations about specific group attitudes were formulated.

As a preliminary step to analyzing the data for differences among groups, the items from the attitude scale were factor analyzed using a varimax rotated factor analysis. Factor scores were then used for the subsequent analyses.

In order to test for differences among groups on each factor, one-way analyses of variance were used and a .05 level of significance selected. Analysis of variance was also used to test for relationships between factor scores and student post-high school plans, and to test for relationships among factor scores and parent's sex, race, education, occupation and socio-economic status. Again the .05 level of significance was selected. If the analysis of variance showed a significant

difference among the different variables a Scheffé post-hoc test was applied to reveal where the significant differences were occurring.

CHAPTER IV

RESULTS AND DISCUSSION

The data presented in this chapter were gathered from the 117 responses to the questionnaire which were returned by the four groups selected for the study. In order to facilitate the presentation of the results this chapter has been organized into sections with each section reporting a specific part of the statistical analysis. The sections covered include the results from a descriptive analysis, bivariate analysis, analysis of variance, and the Scheffé post-hoc test.

Frequency of Response

In order to quantify some potential attitudes of the four groups in the study and to determine the degree of agreement between the four groups, the original data were analyzed on a five-point scale ranging from strongly agree to strongly disagree. It was simplified for this part of the analysis, and only the strongly disagree or strongly disagree categories were used. These two categories were grouped into one category and those who strongly agree or strongly agree were grouped into another category, resulting in only two response categories (Appendix C, Table A).

To identify common trends in attitudes between groups three different categories were developed. The 33 items in the questionnaire were grouped according to the degree of agreement exhibited by the four groups. High school students, community college faculty, parents and high school students. The first category was made up of items to which all of the

CHAPTER IV

RESULTS AND DISCUSSION

The data presented in this chapter were gathered from the 312 community college attitude questionnaires that were returned by the four groups selected for the study. In order to facilitate the presentation of the results this chapter has been organized into sections with each one reporting a specific part of the statistical analysis. The areas covered include the results from a descriptive analysis, factor analysis, analysis of variance, and the Scheffé post-hoc test.

Frequency of Responses

In order to identify some general attitudes of the four groups in the study about community colleges the results from the questionnaires were tabulated in frequency tables and examined. Since the original data were gathered on a five point scale ranging from strongly agree to strongly disagree, it was simplified for this part of the analysis. People who selected the strongly disagree or disagree answer were combined into one category and those who selected agree or strongly agree were grouped into another category, resulting in only three final categories (Appendix C, Table A).

To identify common trends in attitudes between groups three different categories were developed. The 35 items in the questionnaire were grouped according to the degree of agreement exhibited by the four-year college faculty, community college faculty, parents and high school students. The first category was made up of items to which 65% of the

people from two or more groups indicated agreement (Table 1). The second and third categories were composed of items with which 65% - 35% of more than two groups agreed (Table 2) and with which less than 35% agreed (Table 3).

As can be seen in Table 1, strongest agreement was associated with items that dealt with some of the specific purposes of community colleges. Most people believed that community colleges are a viable alternative for post-secondary education and that they are more accessible than four-year colleges for most people. This idea reflects one of the main goals of community colleges. The purpose is to serve people who would not be able to take advantage of a post-high school education if there were not an institution of higher learning in their area. Another important aspect of community college education that is reflected in Table 1 is the idea of remedial education. This aspect has been identified as a goal for community colleges by both the Carnegie Commission of Higher Education and the North Carolina Department of Education. More than two-thirds of all the groups agreed with item 9, reflecting their support of remedial education.

The community college faculty consistently showed highest agreement with most of the items relating to programs and operations of community colleges. All faculty members in the sample said that community colleges used quality instructional materials and 97.7% agreed that community colleges can offer some programs that four-year colleges cannot.

Table 1

Items to Which More Than 65% of Two or More Groups
Indicated Agreement

Item	Groups ^a			
	1	2	3	4
1. There needs to be an alternative for post-high school education.	95.6 ^b	97.8	72.8	70.0
6. The community college faculty and administrators are concerned about transfer students.	71.2	88.6	67.1	63.3
9. Remedial courses are helpful to students who would otherwise be unable to proceed past high school.	82.3	88.4	76.1	70.9
12. The community colleges are able to offer many programs four-year colleges cannot.	95.6	97.7	65.2	58.6
13. Community college faculty members are concerned about improvement of basic skills such as reading, writing and arithmetic.	66.7	77.3	52.8	42.2
22. Quality instructional materials are used by community colleges.	52.2	100.00	63.7	62.2
24. Community college faculty consider technical programs just as important as others.	58.7	70.4	72.5	71.4
28. Students who complete an occupational program are well prepared for employment.	62.2	86.4	68.1	55.2
29. Community colleges are more accessible to most people than four-year colleges.	80.4	95.4	70.0	56.4
35. Four-year colleges cannot serve the needs of lower ability students as well as can community colleges.	75.6	72.7	62.6	49.6

- ^a 1 = four-year college faculty
 2 = community college faculty
 3 = parents
 4 = students

^b All numbers represent percentages.

Table 2
Items to Which 35%-65% of Two or More Groups
Indicated Agreement

Item	Group ^a			
	1	2	3	4
4. Counselors at community colleges are well trained to deal with student problems.	15.6 ^b	43.2	56.1	54.3
8. Community college administrators work closely with those in four-year colleges in planning transfer programs.	17.8	56.8	44.3	46.4
15. Low cost of community colleges is their main advantage.	24.4	25.0	42.7	53.9
16. Counselors at community colleges are helpful in examining career possibilities.	23.9	55.8	61.8	67.4
17. Courses offered by four-year universities are more complex than those at community colleges.	67.3	40.9	40.5	49.5
19. Faculty advisors at community colleges are helpful to students with problems.	26.0	79.5	56.8	49.2
20. Community colleges are better equipped to handle students who need remedial work.	58.7	84.1	56.2	53.2
23. Transfer programs at community colleges are acceptable to most four-year schools.	60.0	77.2	49.5	53.5
30. Main emphasis in a community college is placed on technical and occupational programs rather than transfer programs.	37.0	34.1	52.8	46.5
31. Job placement materials are useful to all students.	26.7	59.1	64.8	64.2
33. Courses offered at four-year colleges are more comprehensive in nature.	56.5	20.5	35.2	24.0
34. Counselors provide adequate help in selecting a four-year college for those who plan to transfer.	22.2	43.2	48.4	59.8

^a 1 = four-year college faculty

2 = community college faculty

3 = parents

4 = students

^b All numbers represent percentages

Table 3

Items to Which Less Than 35% of Two or More
Groups Indicated Agreement

Item	Groups ^a			
	1	2	3	4
2. Library references at community colleges are comparable in quality.	3.0 ^b	27.2	30.5	24.8
3. Counseling programs not helpful to students attending with the G. I. Bill.	6.7	18.2	14.4	11.7
5. Library holdings not useful to students in occupational programs.	13.0	6.8	17.4	12.5
7. It is hard for community college students to change from one transfer program to another.	4.5	9.1	14.7	17.9
10. Credits earned at community colleges are difficult to transfer.	23.9	27.2	26.1	31.5
11. Only students who would not be accepted by four-year colleges enroll in community colleges.	10.9	2.6	14.8	8.7
14. Students from community colleges have trouble after transferring to a four-year college.	35.6	15.9	22.7	20.5
18. People graduating with technical degrees find it hard to get a job.	4.4	0	9.1	17.3
21. Counselors in community colleges are not well prepared to deal with students of different academic abilities.	4.4	20.5	16.9	14.9
25. Liberal arts courses at community colleges not equal in quality.	56.5	13.7	28.6	32.6
26. It is hard for students in technical programs to transfer to a four-year college.	41.3	13.7	17.6	18.9
27. The faculty employed by community colleges is not as well qualified.	63.0	18.2	20.4	18.3

Table 3 (continued)

Item	Group ^a			
	1	2	3	4
32. Laboratory equipment in community colleges is more up-to-date than that at four-year schools.	19.6 ^b	15.9	13.3	16.5

^a 1 = four-year college faculty

2 = community college faculty

3 = parents

4 = students

^b All numbers indicate percentages

The four-year college faculty was similar to the community college faculty in many of their attitudes but did not agree as strongly that community colleges used quality instructional materials. Both student and parent groups were consistently lower in agreement for items in Table 1 than the two faculty groups, but were quite similar to each other.

Items in Table 2 with which 35% - 65% of the people from more than two groups agreed dealt with aspects of counseling services, faculty and administrative functions, and complexity and comprehensiveness of courses. Although a general trend to agree with the items was exhibited by most of the groups the responses did not reflect as positive an attitude by the four groups as did responses to the items in Table 1. Items that related to counseling services in this group were accepted to a higher degree by students and parents than either of the faculty groups. It is interesting to note that approximately 50% of both students and parents believed that the main advantage of community colleges is their low cost; whereas, only one-fourth of the faculty groups agreed with this item (15).

Table 3 isolated items from the questionnaire with which there was very low agreement. If less than 35% of two or more groups agreed with an item it was placed in this category. Careful examination must be made of some of these items. They were constructed so that agreement with the item reflected a negative attitude, so a low percentage of agreement actually expresses a positive attitude about the item. Most of the groups had a favorable attitude toward the transfer program offered by community colleges and the ability of graduates to find jobs, but did not believe that library references and laboratory equipment were better than those at four-year colleges.

Factor Analysis

Of the 312 questionnaires returned in the study 273 were useable for the factor analysis. By performing a varimax rotated factor analysis, ten factors were isolated which had eigenvalues higher than 1.0. From those ten factors seven were retained for further analysis and comparison. Selection of the factors and items within the factors was based on the size of the factor loading for each of the 35 items in the factors, and careful attention was also devoted to the rationality of fit of the items with the higher factor loadings. A value of .50 was used as the criterion for inclusion of an item in the factor. Exception to this criterion was made when the next highest item in the factor related to those selected, and did not have a factor loading less than .40. In the seven factors retained for use in further data analysis 20 of the original 35 items were included.

The first factor identified was made up of four items (Table 4) and dealt with perceptions about the quality of education provided by the community college. A person who scored high on factor 1 would have a positive attitude about the quality of education provided by community colleges, courses offered by community colleges and the community college faculty qualifications.

Table 4
Factor 1 - Quality of Education

Factor loading	Item #	Item
.76	17	Courses offered by four-year colleges and universities are more complex than those at community colleges.
.55	25	Liberal arts courses offered at community colleges are not equal in quality to those offered by four-year colleges.
.63	27	The faculty employed by community colleges is not as well qualified (educationally) as that employed by four-year colleges.
.76	33	Courses offered in four-year colleges are more comprehensive in nature than comparable ones in community colleges.

The second factor identified (Table 5) was concerned with the idea of the community college as an alternative form of post-high school education. Someone who had a high score on factor 2 would view the

community college as a viable choice for post-secondary education. Also this group would view the community college as being more accessible than most four-year colleges.

Table 5

Factor 2 - Community College as an Educational Alternative		
Factor Loading	Item #	Item
.68	1	There needs to be an alternative to the four-year college for post-high school education.
.67	12	The community colleges are able to offer many Programs that four-year colleges cannot offer.
.58	28	Students who complete an occupational program are well prepared for employment after graduation.
.62	29	Community colleges are more accessible to most people than four-year colleges.

The next factor (Table 6) consisted of a related group of items that dealt with different aspects of counseling services provided by the community colleges. A high score on this factor would show a positive attitude toward counseling services at community colleges.

Although factor 4 included only two items and one had a low factor loading it is still important in relation to community colleges. The two items identified with the highest factor loadings both related to the equipment and the materials used by the community college. A person who was in agreement with items in Factor 4 would believe that community colleges used high quality equipment and materials in their instruction (Table 7).

Table 6

Factor 3 - Counseling Services

Factor loading	Item #	Item
.55	4	The counselors at a community college are well trained to deal with the problems of community college students.
.75	16	Counselors at community colleges are helpful in guiding students in examining career possibilities.
.55	31	Job placement materials community colleges have on file are useful for students in all types of programs.
.73	34	Counselors provide adequate help in selecting an appropriate four-year college for the students who plan to transfer.

Table 7

Factor 4 - Equipment and Materials

Factor loading	Item #	Item
.44	22	Quality instructional materials are used by community colleges.
.82	32	Laboratory equipment in community colleges is more up-to-date than that in four-year schools.

Factor 5 (Table 8) consisted of items that dealt with an important goal of community colleges. Remedial education is stressed as one of the strengths of community colleges and a person who scored high on this factor would think that community colleges are able to fulfill that function.

Table 8
Factor 5 - Remedial Education

Factor loading	Item #	Item
.66	20	Community colleges are better equipped to handle students who need remedial work than are four-year colleges.
.67	35	Four-year colleges cannot serve the needs of lower ability students as well as can community colleges.

Factor 6 identified another purpose of community college education. Many view transfer education as one of the main functions of community colleges and people who scored high on the items in this factor (Table 9) would believe that community colleges are serving this function well.

The seventh factor identified by the factor analysis was omitted from further study even though it did contain two items with high factor loadings. The high factor loadings were superseded by the fact that the items isolated did not relate to one common concept.

Table 9

Factor 6 - Transfer Education

Factor loading	Item #	Item
.73	10	Credits earned at a community college are difficult to transfer to a four-year college.
.62	23	Transfer programs at community colleges are acceptable to most four-year schools.

The last factor used in this study was actually the eighth one identified in the factor analysis but was called factor 7 for purposes of continuity. This factor did not relate to a specific goal identified for the community colleges, but rather to a faculty trait. Individuals who identified with this factor (Table 10) would believe that faculty and community college administrators are concerned about their students.

Table 10

Factor 7 - Faculty Concern

Factor loading	Item #	Item
.57	6	The community college faculty and administrators are concerned about the success of students who transfer to four-year colleges.
.68	13	Community college faculty members are concerned about improvement of basic skills such as reading, writing and arithmetic.

As can be seen from the above discussion the factor analysis condensed the 35 original items into seven factors that are similar to the goals for community colleges identified in the literature. This factor analysis incorporated 20 of the original items and isolated some of the same factors that Lewis (1974) used in his study.

Analysis of Variance and Scheffé Post-hoc Test

Analysis of variance was performed in relation to the seven factors identified previously and several selected variables. First one-way analyses of variance were done to test for differences in attitudes among the four groups in the study (four-year college faculty, community college faculty, parents and high school students). The second group of analyses of variance were done to test for differences in parental attitudes by specific demographic characteristics: sex, race, education, occupation, and socio-economic status. In order to test for differences in attitudes among students in relation to their future educational plans another analysis of variance was done for each of the seven factors.

The first analysis of variance that tested for difference among groups revealed significant results for five of the seven factors (Table 11). Factor 1 (quality of education), factor 2 (community college as an educational alternative), factor 3 (counseling services), factor 6 (transfer education) and factor 7 (faculty concern) were all significant at the .01 or .05 level.

Table 11

Analysis of Variance by Group

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Group Error	3 269	15.44 .84	18.49*
2	Community College as an Educational Alternative	Group Error	3 269	18.33 .81	22.86*
3	Counseling Service	Group Error	3 269	13.00 .87	15.01*
4	Equipment and Materials	Group Error	3 269	2.34 .99	2.38
5	Remedial Education	Group Error	3 269	.76 1.00	.76
6	Transfer Education	Group Error	3 269	3.60 .97	3.70**
7	Faculty Concern	Group Error	3 269	5.24 .95	5.50*

* $p < .01$ ** $p < .05$

In relation to factor 1 which represented quality of education provided by community colleges the most positive attitude as reflected by the mean scores for the factor was exhibited by the community college faculty group (Table 12). The second most positive group was the parents while the students and four-year college faculty had the least positive view about this aspect of community colleges. Thus, the community college faculty and parents were more likely than the other two groups to believe that community colleges are providing courses equal in quality to those provided by the four-year schools and that community college faculty is just as well qualified. When the Scheffé test was

performed, it revealed significant differences among all the possible pair-wise comparisons. Scheffé test values for this factor and the other four factors where analysis of variance results were significant are included in Appendix C, Table B.

Table 12

Factor Score Means for Each Group					
Factor #	Factor Name	Groups ^a			
		1	2	3	4
1	Quality of Education	-.77	.70	.08	-.02
2	Community College as an Educational Alternative	.51	.76	-.11	-.41
3	Counseling Services	.59	.48	-.08	-.35
4	Equipment and Materials	-.24	.32	-.04	.00
5	Remedial Education	-.13	.19	-.01	-.02
6	Transfer Education	-.10	-.35	.26	-.01
7	Faculty Concern	.00	-.41	-.15	.25

- ^a 1 = four-year college faculty
 2 = community college faculty
 3 = parents
 4 = students

When the four groups were compared according to their attitudes about community colleges as an educational alternative significant differences were noted (Table 11, factor 2). Community college faculty and four-year college faculty felt most positively about this aspect of community colleges while the parents and high school students were less likely to believe that this was an important aspect. A Scheffé test identified significant differences ($p < .01$) between all groups except the two faculties and between parents and students.

Significant differences among groups were also discovered for factor 3. Counseling services were viewed most positively by the two faculty groups which indicated their belief that counselors were helpful to community college students and that they were trained to deal with problems that may arise. Parents had a lower mean score on this factor and the students had the lowest score. The Scheffé test identified significant differences ($p < .01$) among four-year college faculty, parents and students; and between community college faculty and students.

A fourth factor where differences among groups were detected by the analysis of variance dealt with transfer education. Both faculties in the study had lower mean scores indicating their belief that courses taken at a community college are hard to transfer to a four-year college; whereas, the parents had the opposite view. Student scores fell between the other sets of scores. The only difference that was detected by the Scheffé test occurred between community college faculty and parents.

In addition, analysis of variance revealed significant differences among groups for factor 7 at the .01 level. The highest mean score was exhibited by the students and four-year college faculty, indicating that they believe that the community college faculty was concerned about the improvement of basic educational skills and success of transfer students. The only significant difference detected by the Scheffé test occurred between students and community college faculty.

The next analyses were made in relation to the parent group and certain demographic characteristics: sex, race, education, occupation, and socio-economic status. In relation to sex of parents, in only one instance, factor 3 (counseling services), were differences detected

(Table 13). Males had a higher mean score for counseling services provided by community colleges than did females as can be observed in Appendix C, Table C. This difference was significant beyond the .05 level.

Table 13

Analysis of Variance by Sex of Parents					
Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Sex	1	.36	.37
		Error	67	.96	
2	Community College as an Educational Alternative	Sex	1	2.67	2.60
		Error	67	1.03	
3	Counseling Services	Sex	1	4.29	5.08**
		Error	67	.84	
4	Equipment and Materials	Sex	1	.05	.05
		Error	67	.84	
5	Remedial Education	Sex	1	.00	.00
		Error	67	.77	
6	Transfer Education	Sex	1	.12	.14
		Error	67	.88	
7	Faculty Concern	Sex	1	.48	.39
		Error	67	1.23	

** $p < .05$

In relation to parent's race two factors were isolated where significant differences were occurring. For factor 2, community college as an educational alternative, whites had a higher mean score than blacks (Table 14). That difference was significant beyond the .01 level. The second difference identified by the analysis of variance was related to equipment and materials used by community colleges. Again whites had a higher mean score than the blacks. Means for this analysis of variance are found in Appendix C, Table D.

Table 14
Analysis of Variance by Race of Parents

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Race	2	.32	.33
		Error	67	.96	
2	Community College as an Educational Alternative	Race	2	6.15	7.15*
		Error	67	.86	
3	Counseling Services	Race	2	1.21	1.39
		Error	67	.87	
4	Equipment and Materials	Race	2	3.46	4.33**
		Error	67	.80	
5	Remedial Education	Race	2	.11	.14
		Error	67	.77	
6	Transfer Education	Race	2	.50	.57
		Error	67	.87	
7	Faculty Concern	Race	2	.95	.81
		Error	67	1.18	

* $p < .01$

** $p < .05$

When attitudes about community colleges were examined in relation to education of the parent group, significant differences at the .05 level were revealed for three factors (Table 15). Views about community college as an educational alternative, equipment and materials used by community colleges, and remedial education were all related to educational level of parents. For both factor 2 (community college as an educational alternative) and factor 5 (remedial education) the people who had one to three years of college education had the highest mean score; those with less than seven years of education and those with high

school education had the lowest mean scores, respectively, for factors 2 and 5. People who graduated from high school had the most favorable attitude about equipment and materials, while college graduates indicated the least favorable attitude toward this aspect (Appendix C, Table E). Since the differences among the educational groups were small the Scheffé test failed to detect significant results (Appendix C, Table F).

Table 15

Analysis of Variance by Education of Parents

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Education Error	6 64	1.32 .90	1.46
2	Community College as an Educational Alternative	Education Error	6 64	2.67 .87	3.07**
3	Counseling Services	Education Error	6 64	.79 .88	.90
4	Equipment and Materials	Education Error	6 64	2.10 .75	2.81**
5	Remedial Education	Education Error	6 64	1.53 .67	2.27**
6	Transfer Education	Education Error	6 64	1.06 .83	1.28
7	Faculty Concern	Education Error	6 64	2.16 1.10	1.97

** $p < .05$

There were some demographic characteristics that were not related to attitudes about community colleges. No significant differences were revealed when an analysis of variance was performed in relation to parent's occupation (Appendix C, Table G) and socio-economic status (Appendix C, Table H). Means for these two analyses of variance are listed in Tables I and J respectively which are located in Appendix C.

In the final analysis of variance high school students' attitudes were examined in relation to their future plans. As shown in Table 16, differences were identified for factor 2 (community college as an educational alternative) and factor 6 (transfer education).

Table 16

Analysis of Variance by Student's Future Educational Plans

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Plans Error	3 107	1.08 .68	1.57
2	Community College as an Educational Alternative	Plans Error	3 107	2.73 .79	3.45**
3	Counseling Services	Plans Error	3 107	.62 .78	.79
4	Equipment and Materials	Plans Error	3 107	2.36 1.09	2.17
5	Remedial Education	Plans Error	3 107	.89 1.09	.82
6	Transfer Education	Plans Error	3 107	3.52 .95	3.72**
7	Faculty Concern	Plans Error	3 107	.68 1.01	.67

** $p < .05$

When attitudes about the community colleges as an educational alternative and students' plans were examined, the two groups that plan some form of post-high school education had higher mean scores on this factor than did those who plan to work or were undecided (Appendix C, Table K). Although the F-test was significant, the Scheffé test failed to identify group differences (Appendix C, Table L). In relation to transfer education, students who plan to attend a four-year college believe that community college courses are acceptable to most four-year colleges, while students who plan to attend a community college have a less favorable attitude toward this factor. The Scheffé test revealed that this difference was significant beyond the .05 level (Appendix C, Table L).

Summary of Findings

The results of the analysis of variance permitted the researcher to reject hypothesis 1 in relation to factor 1 (quality of education), 2 (community college as an educational alternative), 3 (counseling services), 6 (transfer education), and 7 (faculty concern). Hypothesis 1 stated that there is no difference among attitudes of the four selected groups toward community colleges. For factors 1 and 2 the community college faculty had the highest mean scores. The Scheffé tests revealed significant differences between the two faculty groups for factor 1 (quality of education), but not for the remainder of the factors. Thus, four-year college faculty tended to agree with the community college faculty about community colleges as an educational alternative, counseling services, transfer education, and faculty concern, but differ in regard to the quality of education. Community college faculty mean scores were also

significantly higher than those of both students and parents for factor 1 (quality of education) and 2 (community college as an educational alternative) and higher than students for factor 3 (counseling services). The four-year college faculty also differed significantly from parents and students for factors 1, 2, and 3 at the .01 level, with faculty scores for factor 1 being lower and for factor 2 and 3 being higher. The parent group differed from students only in regard to the quality of education offered by community colleges, with the mean of the parent group being higher.

As stated in the literature community college faculty tend to have a positive attitude toward their institutions. Studies conducted by Leslie (1973), Bushnell (1973), and Archer (1975) all pointed out that community college faculty believe that their schools provide a high quality of educational services and that counseling programs are suitable for their students as did community college faculty in this study. Four-year college faculty in this study, similar to those sampled by Lewis (1974), had the least favorable attitude toward specific aspects of community college education like remedial education, equipment and materials and the quality of the education provided.

Parental attitudes in this study were also similar to those cited in the review of literature. This parental group had a favorable opinion about the transfer program which was also identified by McFarlane (1976) from his group of community members. Also parents had a positive attitude about the quality of education provided by the community colleges, which reflected similar findings reported by Lewis (1974).

Hypothesis 2 which stated that there is no relationship between selected demographic factors and attitudes parents have about community colleges was rejected for: factor 3 (counseling services) in relation to sex of parents; factor 2 (community college as an educational alternative) and factor 4 (equipment and materials) in relation to race of parents; and factors 2, 4, and 5 (remedial education) in relation to educational level of parents.

Males were more positive about factor 3 (counseling services) than females and whites had significantly higher scores than blacks for factor 2 (community college as an educational alternative) and factor 4 (equipment and materials). Those with some college education had the most favorable opinion about factor 2 and factor 5 dealing with remedial education. Those people who completed four years of college showed the most favorable attitude about factor 4 dealing with equipment and materials.

The results of the analysis of variance performed in relation to hypothesis 3 permitted the researcher to reject this hypothesis for factor 2 (educational alternative) and factor 6 (transfer education). Hypothesis 3 stated that there is no relationship between future educational plans of students and their attitudes about community colleges, and was rejected at the .05 level of confidence for the above mentioned factors. Students planning some form of post-high school education had the highest mean factor scores for the factor dealing with community college as an educational alternative, while those planning to enroll in four-year colleges had the highest mean score in relation to transfer education.

CHAPTER V

SUMMARY

This study was designed to determine if there are any differences in attitudes about community colleges among four selected groups. Those participating in the study came from a group of four-year college faculty, community college faculty, high school seniors and parents of the students. A second goal was to determine if students' attitudes toward community colleges are related to their future educational plans, and to see if parental attitudes are influenced by selected demographic characteristics (sex, race, education, occupation, and socio-economic status). Since community colleges are a relatively new development on the educational scene, it was determined that an examination of attitudes would provide insight about the perception that selected elements of society have toward community colleges.

A review of literature provided background information for the project. Studies dealing with attitudes in relation to educational services provided by community colleges are somewhat limited. Some of the most extensive work has been done in relation to community college personnel and their views about the institution of their employment. In most cases positive attitudes were noted in respect to job satisfaction (Cohen, 1974) and acceptance of the institutional goals (Leslie, 1973). Faculty associated with fine arts, humanities, and social and behavioral science tended to identify more favorably with a senior institution than with their

community college (Hill and Morrison, 1976) and some dissatisfaction was also noted in relation to administration and institutional red-tape (Cohen, 1974).

When members of the community were asked about their opinions of community colleges in their areas the responses were generally favorable. Bushnell (1973) found that students, parents, employers, and politicians view the community college as an important element of higher education. Murphy (1976) also discovered that community members were satisfied in relation to institutional goals of community colleges. In addition, Roesler (1972) found students in the Appalachian Consortium area to have a positive attitude about community colleges located in their vicinity.

An examination of attitudes held by other groups within the educational realm revealed that the most favorable opinions were held by people who have had contact with community colleges or have been exposed to a college's public relations program (Mayo, 1973; Battorff, 1975). Some work has also been done to determine the characteristics of school superintendents and members of the boards of the trustees for community colleges who have a positive attitude (Dunn, 1973; Sharrock, 1974).

One of the most comprehensive works dealing with attitudes toward community colleges was done by Lewis (1974). He examined attitudes of eight different groups of individuals to determine those who had the most favorable outlook toward the goals and purposes of community colleges. Parents of students in attendance showed positive attitudes in relation to the transfer program, occupational program, counseling service, community services and remedial education. The groups with the least favorable views toward the goals stated previously were those individuals from public and private university faculties that were sampled.

In view of the research previously conducted a descriptive study was deemed appropriate to collect information about attitudes. The population consisted of all the faculty from a four-year university and from a community college. A random sample of 75 was selected from each of the two schools. The high school student group was composed of all the seniors enrolled in family life classes in two local high schools. One of the schools was a city high school while the other was a rural high school. A total of 140 students made up the student population. The parent group consisted of all the parents of the students who were included in the student sample. Since the student sample was believed to be heterogeneous as a result of the schools and classes selected the parent sample reflected that heterogeneity.

The instrument used in the study was developed by the researcher and modeled after the one used by Lewis (1974). The 35 items in the questionnaire were designed to reflect a person's opinion toward specific goals of community college education (transfer, occupational and technical programs, counseling services, remedial education) and the general quality of the education offered. Data were collected using a five-point Likert-type scale ranging from strongly agree to strongly disagree. A section was included that requested some demographic information from all subjects, and students were asked to indicate their post-high school plans. A pilot study was carried out to identify items that were unclear and to determine the time needed for the completion of the instrument.

The questionnaires were mailed to both faculties by campus mail and returned in the self-addressed envelope provided. The four-year college faculty returned 48 questionnaires representing 64% of the sample and the community college faculty returned 46 representing 61.3%. The students

received their questionnaires in school and completed them at the same time. The 130 questionnaires completed accounted for 92.8% of the total student population. The parental questionnaires were given to the students to take home and return to school when the parents had completed the instrument. The 95 returned questionnaires were composed of 56 from the parents of students in the rural high school and 39 from the urban high school.

The information from the questionnaires was key punched onto computer cards and subjected to the following analyses. First frequency tables for each item according to group were prepared and generalizations about group attitudes formulated. To simplify subsequent analyses of variance a varimax rotated factor analysis was performed with 273 of the useable questionnaires for this statistical procedure. Factors were selected on the basis of factor loading score for the item and rationale of fit.

One-way analyses of variance were performed in relation to each hypothesis and a .05 level of significance was selected. Analyses of variance were done to test for relationships between attitudes and groups, attitudes and student's post-high school plans, and attitudes of parents and their sex, race, education, occupation and socio-economic status. When significant differences were identified by the analysis of variance, a Scheffé post-hoc test was applied to reveal where significant differences were occurring.

Examination of the frequency tabulations revealed strongest agreement by most groups was exhibited in relation to the community colleges as an educational alternative and the suitability of remedial education provided

by these institutions. Both of these goals had been identified in the literature as suitable goals and purposes for these colleges.

The factor analysis identified seven factors in relation to community colleges: 1) quality of education, 2) community college as an educational alternative, 3) counseling services, 4) equipment and materials, 5) remedial education, 6) transfer education, and 7) faculty concern. Some of the components identified by the factors related to the goals and purposes established for community colleges in the literature cited.

Analyses of variance that were performed revealed some significant differences in relation to all three hypotheses established for the study. Hypothesis 1 which stated that there is no difference among the four groups in their attitudes was rejected at the .05 or .01 level for five of the seven factors. The Scheffé test, which was applied where analyses of variance showed significant results, identified groups with significant differences. Community college faculty was identified as having significantly more positive attitudes than four-year college faculty about quality of education provided, but differences between the faculty groups were not significant for community college as an educational alternative, counseling services, transfer education and faculty concern. Community college faculty had higher mean factor scores than both parents and students in relation to quality of education provided and community colleges as an educational alternative. The four-year college faculty also differed significantly from parents and students for factors 1, 2, and 3 at the .01 level, with faculty scores for factor 1 (quality of education) being lower and higher for factors 2 and 3. Community college faculty also had higher mean factor scores

than students in respect to counseling services. Parents and students showed significant differences only in relation to factor 1 (quality of education), with students having lower mean factor scores.

Hypothesis 2 which dealt with the relationship of attitudes and selected demographic characteristics of parents was rejected for some of the factors in relation to a specific characteristic. For factor 3 (counseling services) males had a significantly more positive attitude than females. When an analysis of variance was done in relation to race whites had a significantly more favorable attitude than blacks for both factor 2 (community college as an educational alternative) and factor 4 (equipment and materials).

Some significant differences were also identified when analyses of variance were performed in relation to educational level of parents. For factor 2 (educational alternative) and factor 5 (remedial education) the most favorable attitude was shown by those people who had completed between one and three years of college. For factor 4 (equipment and materials) those with a high school education had the most favorable attitude. When the Scheffé test was applied for the analysis of variance in relation to education no single group was identified as being responsible for the difference.

Hypothesis 3, dealing with the relationship of high school students' attitudes and their future educational plans, was rejected for factors 2 and 6. Students who planned some type of post-high school education were more positive toward the idea of community college as an educational alternative than those students who planned to work or were undecided at the time. In respect to transfer education students who planned to attend a

four-year college had a more positive attitude than those who planned to attend a community college.

In view of the preceding analyses the following conclusions can be drawn. Differences in attitudes were discovered among the four groups that were selected for the study and it can be said that attitudes about community colleges are related to one's relative position in the society. Attitudes of parents in the study about some of the factors were related to specific demographic characteristics that were identified. High school students' attitudes toward two aspects of community colleges differed as a result of their post-high school educational plans.

Recommendations for Future Research

As a consequence of the results reported in this study some recommendations can be made for future research.

1. In view of the limited number of studies focusing on attitudes people have about community colleges and the limitations of subject selection in this study, it is recommended that studies such as this one be replicated in different areas and with different groups.
2. It is recommended that future studies dealing with attitudes undertake a further refinement of the instrument for attitude measurement as one of their goals.
3. It is suggested that future studies be designed to determine the possible reasons for attitudes related to the specific demographic characteristics examined in this study.
4. As a final recommendation it is hoped that community colleges will use the information gathered by these attitudinal studies to launch a public relations effort to inform their public about the services they provide and

to correct the misconceptions that may be revealed among its constituency.
Effectiveness of these efforts could then be examined.

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COMMUNITY COLLEGE ATTITUDE SURVEY

This survey is designed to reflect your attitude concerning community colleges, and how you think they are serving the educational needs of the community. You will be asked to react to statements about transfer, technical, and occupational programs; counseling practices; educational facilities and facilities. So that all participants clearly understand the terms the following definitions will be used during the survey.

1. Community college - a two-year educational institution that offers transfer, technical and occupational programs and a variety of other educational services.

2. Transfer program - program which constitutes the first two years of a four-year college or university degree.

3. Technical program - program which prepares students for entry into a technical or general education course (English, social sciences, math).

4. Occupational program - vocational program designed to train people for entrance into a skilled occupation. These programs differ in length depending on the job skills being developed, and result in a certificate or diploma.

Please indicate the extent of your agreement or disagreement to the following statements by using the scale below.

1. You strongly disagree with the statement
2. You disagree with the statement
3. You have no feeling one way or the other (Neutral)
4. You agree with the statement
5. You strongly agree with the statement

There are no right or wrong answers based on the basis of your opinion about these statements. Please work rapidly and respond to all of the items.

I believe that . . .

ED 0 8 A 34

1. there needs to be an alternative to the four-year college for post-high school education.

1 2 3 4 5

2. library references at community colleges are comparable in quality to those in four-year colleges. 1 2 3 4 5

COMMUNITY COLLEGE ATTITUDE SURVEY

This survey is designed to reflect your attitudes concerning community colleges, and how you think they are serving the educational needs of the community. You will be asked to react to statements about transfer, technical, and occupational programs; counseling practices, educational functions and facilities. So that all participants clearly understand the terms the following definitions will be used during the survey.

1. Community college - a two-year educational institution that offers transfer, technical and occupational programs and a variety of other educational services.
2. Transfer program - program which constitutes the first two years of a four-year college or university degree.
3. Technical program - a two-year program that prepares students for entry jobs in paraprofessional fields. Students take courses that are technical in nature and general education courses (English, social sciences, etc.).
4. Occupational program - vocational program designed to train people for entrance into a skilled occupation. These programs differ in length depending on the job skills being developed, and result in a certificate or diploma.

Please indicate the extent of your agreement or disagreement to the following statements by using the scale below.

1. You strongly disagree with the statement
2. You disagree with the statement
3. You have no feeling one way or the other (neutral)
4. You agree with the statement
5. You strongly agree with the statement

There are no right or wrong answers; answer on the basis of your opinion about these statements. Please work rapidly and respond to all of the items.

I believe that . . .	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1. there needs to be an alternative to the four-year college for post-high school education,	1	2	3	4	5
2. library references at community colleges are comparable in quality to those in four-year colleges.	1	2	3	4	5

- 2 -

I believe that . . .

	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
3. counseling programs at community colleges are not helpful to students who are attending school with the aid of the G. I. Bill.	1	2	3	4	5
4. the counselors at a community college are well trained to deal with the problems of community college students.	1	2	3	4	5
5. library holdings at community colleges are not useful to students in <u>occupational programs</u> .	1	2	3	4	5
6. the community college faculty and administrators are concerned about the success of students who transfer to four-year colleges.	1	2	3	4	5
7. it is hard for community college students to change from one <u>transfer program</u> to another within the same community college.	1	2	3	4	5
8. community college administrators work closely with the administrators of the four-year colleges in planning <u>transfer programs</u> .	1	2	3	4	5
9. remedial courses at community colleges are helpful to students who would otherwise be unable to proceed past high school.	1	2	3	4	5
10. credits earned at a community college are difficult to transfer to a four-year college.	1	2	3	4	5
11. only students who would not be accepted by a four-year college enroll in a community college.	1	2	3	4	5
12. the community colleges are able to offer many programs that four-year colleges cannot offer. (auto mechanics, welding, carpentry, etc.)	1	2	3	4	5
13. community college faculty members are concerned about improvement of basic skills such as reading, writing and arithmetic.	1	2	3	4	5
14. students graduating from community colleges have trouble academically after transferring to four-year schools.	1	2	3	4	5
15. the low cost of community colleges is their main advantage.	1	2	3	4	5

- 3 -

I believe that . . .	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
16. counselors at community colleges are helpful in guiding students in examining career possibilities.	1	2	3	4	5
17. courses offered by four-year colleges and universities are more complex than those at community colleges.	1	2	3	4	5
18. people who graduate from community colleges with technical degrees find it hard to get a job.	1	2	3	4	5
19. faculty advisors at community colleges are helpful to students if they encounter problems in particular courses.	1	2	3	4	5
20. community colleges are better equipped to handle students who need remedial work than are four-year colleges.	1	2	3	4	5
21. counselors in community colleges are not well prepared to deal with students of different academic abilities.	1	2	3	4	5
22. quality instructional materials are used by community colleges.	1	2	3	4	5
23. transfer programs at community colleges are acceptable to most four-year schools.	1	2	3	4	5
24. community college faculty consider <u>technical programs</u> just as important as any other program.	1	2	3	4	5
25. liberal arts courses offered at a community college are not equal in quality to those offered by four-year colleges.	1	2	3	4	5
26. it is hard for students in <u>technical programs</u> such as nursing to transfer their courses to a four-year college.	1	2	3	4	5
27. the faculty employed by community colleges is not as well qualified (educationally) as that employed by four-year colleges.	1	2	3	4	5
28. students who complete an <u>occupational program</u> are well prepared for employment after graduation.	1	2	3	4	5
29. community colleges are more accessible to most people than four-year colleges.	1	2	3	4	5

- 4 -

I believe that . . .

SD D N A SA

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 30. the main emphasis in a community college is placed on <u>technical</u> and <u>occupational programs</u> rather than <u>transfer programs</u> . | 1 | 2 | 3 | 4 | 5 |
| 31. job placement materials community colleges have on file are useful for students in all types of programs. | 1 | 2 | 3 | 4 | 5 |
| 32. laboratory equipment in community colleges is more up-to-date than that in four-year colleges. | 1 | 2 | 3 | 4 | 5 |
| 33. courses offered in four-year colleges are more comprehensive in nature than comparable ones in community colleges. | 1 | 2 | 3 | 4 | 5 |
| 34. counselors provide adequate help in selecting an appropriate four-year college for the students who plan to transfer. | 1 | 2 | 3 | 4 | 5 |
| 35. four-year colleges cannot serve the needs of the lower ability students as well as can community colleges. | 1 | 2 | 3 | 4 | 5 |

1) 1. male 2. female

2. Black

- ### 3. Oriental

- #### 4. Spanish American

5. White

6. Other

- 3) Please circle the number of the highest grade completed or highest degree earned.

Grade School

High School

College

1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4

Master's

Doctorate

- 4) Occupation:

What do you plan to do after graduation from high school? Please circle all that apply.

- 5) 1. attend a four-year college or university

2. attend a community college

3. attend trade school or technical institute

4. get a job

5. go into the service

6. get married, be a homemaker

7. work at home in family business

8. undecided

APPENDIX B: Correspondence

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



Office of Social Research
120 South Main

March 31, 1977

Dear Sir:

I am a master's candidate in human services education at The University of North Carolina at Greensboro. I am conducting research about attitudes toward community colleges.

Letter to Superintendents

A questionnaire has been developed that measures these attitudes and we would like to administer it to four different groups. Two of these groups will consist of high school students and their parents.

With this letter we are seeking your permission to contact Mr. _____ at _____ High School about involving students in one of the human services classes as participants in the study. The questionnaire will be anonymous and results will be reported only as total scores for the groups. The school involved will not be identified.

Your prompt consideration of this matter will be greatly appreciated. To facilitate your response, the enclosed form may be used. Should you desire additional information, please feel free to contact us at this telephone number 336-3379.

Sincerely,

Barbara E. Hansen

Barbara E. Hansen
Master's Candidate

Barbara E. Hansen

Barbara E. Hansen
Associate Professor

cc:
Enclosure

GREENSBORO, NORTH CAROLINA 27402

THE UNIVERSITY OF NORTH CAROLINA is composed of the seven public higher education institutions in North Carolina.
It is an equal opportunity institution.

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Home Economics

240 Stone Bldg.

March 31, 1977

Dear Mr.

I am a master's candidate in home economics education at The University of North Carolina at Greensboro. As my thesis project I am conducting research about attitudes toward community colleges.

A questionnaire has been developed that measures those attitudes and we would like to administer it to four different groups. Two of these groups will consist of high school students and their parents.

With this letter we are seeking your permission to contact Mr. _____ at _____ High School about involving students in some of the home economics classes as participants in the study. The questionnaire will be anonymous and results will be reported only as total scores for the groups. The school involved will not be identified.

Your prompt consideration of this matter will be greatly appreciated. To facilitate your response, the enclosed form may be used. Should you desire additional information, please feel free to contact us at this telephone number 379-5896.

Sincerely,

Dorotea L. Evans

Dorotea L. Evans
Master's Candidate

Barbara N. Clawson

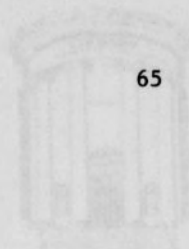
Barbara N. Clawson
Associate Professor

nbg
enclosure

GREENSBORO, NORTH CAROLINA/27412

THE UNIVERSITY OF NORTH CAROLINA is comprised of the sixteen public senior institutions in North Carolina
an equal opportunity employer

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



65

April 14, 1971

Dear _____

The purpose of this letter is to seek your assistance in research I am conducting as a Master's candidate. The study is concerned with opinions people have about community colleges.

The attached questionnaire is designed to determine your attitudes toward this type of educational setting. The coding on the questionnaire is being used for mailing purposes only and an attempt will be made to associate individuals with their responses.

Letter to Faculties

Please take ten to fifteen minutes to complete the questionnaire and return it in the envelope provided. Your cooperation is essential to ensure that groups designated in the study are adequately represented. If you would like to receive a summary of the study when completed, fill in the attached card and mail it back to us.

Sincerely,

Dorothy Basse

Dorothy Basse
Master's Candidate

Barbara Clawson

Barbara Clawson
Associate Professor

cc:

enclosures

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Home Economics

April 14, 1977

Dear

The purpose of this letter is to seek your assistance in research I am conducting as a Master's candidate. The study is concerned with opinions people have about community colleges.

The attached questionnaire is designed to determine your attitudes toward this type of educational setting. The coding on the questionnaires is being used for mailing purposes only and no attempt will be made to associate individuals with their responses.

Please take ten to fifteen minutes in the next ten days to complete the questionnaire and return it in the envelope provided. Your cooperation is essential to ensure that groups designated in the study are adequately represented. If you would like to receive a summary of the study when completed, fill in the attached card and mail it back to me.

Sincerely,

Dorotea Evans

Dorotea Evans
Master's Candidate

Barbara Clawson

Barbara Clawson
Associate Professor

nbg

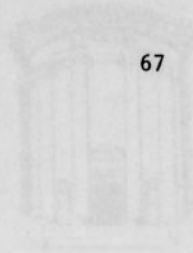
enclosures

GREENSBORO, NORTH CAROLINA/27412

THE UNIVERSITY OF NORTH CAROLINA is comprised of the sixteen public senior institutions in North Carolina
an equal opportunity employer

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

67



May 12, 1977

Dear _____

A few days ago you received a questionnaire related to attitudes toward community colleges. If you have not had time to return your questionnaire, would you please take ten to fifteen minutes from your busy schedule within the next five days and complete it. Return it in the self-addressed envelope that was provided in the original mailing.

If you are in need of a **Follow-up Letter**, please feel free to call me at this telephone number . . . 379-3876. In case you have already returned your questionnaire, disregard this note and thank you for your help.

Sincerely,

Barbara Clawson

Director, Office
Faculty's Candidate

Barbara Clawson

Barbara Clawson
Associate Professor

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Home Economics

May 10, 1977

Dear

A few days ago you received a questionnaire related to attitudes toward community colleges. If you have not had time to return your questionnaires, would you please take ten to fifteen minutes from your busy schedule within the next five days and complete it. Return it in the self-addressed envelope that was provided in the original mailing.

If you are in need of another questionnaire, please feel free to call me at this telephone number . . . 379-5896. In case you have already returned your questionnaire, disregard this note and thank you for your help.

Sincerely,

Dorotea Evans

Dorotea Evans
Master's Candidate

Barbara Clawson

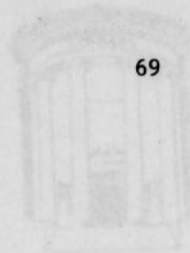
Barbara Clawson
Associate Professor

nbg

GREENSBORO, NORTH CAROLINA/27412

THE UNIVERSITY OF NORTH CAROLINA is comprised of the sixteen public senior institutions in North Carolina
an equal opportunity employer

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



May 1, 1977

Dear Parent or Guardian:

The enclosed questionnaire is designed to find out what different groups of people think about community colleges. I am a graduate student at U.N.C.-G. and plan to use the information from the questionnaire for a Master's thesis.

The information from the questionnaire will be anonymous and it will have no effect on your son's or daughter's school performance or grade. Students filled out similar questionnaires in school, but an attempt will be made to match information from parents and students.

Letter to Parents

Would you please take ten to fifteen minutes to respond to the questions and place the completed questionnaire in the envelope provided. Your son or daughter will return it to school. Please work along and answer all the questions. The questionnaire is designed to find out what you think about community colleges, so answer on the basis of your opinion. Your response is important -- we need to know what you think.

Sincerely,

Barbara Evans

Barbara Evans
Master's Candidate

Barbara Clowson

Barbara Clowson
Associate Professor

Enc

enclosure

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



School of Home Economics

May 2, 1977

Dear Parent or Guardian:

The enclosed questionnaire is designed to find out what different groups of people think about community colleges. I am a graduate student at U.N.C.-G. and plan to use the information from the questionnaires for a Master's thesis.

The information from the questionnaires will be anonymous and it will have no effect on your son's or daughter's school performance or grade. Students filled out similar questionnaires in school, but no attempt will be made to match information from parents and students.

Would you please take ten to fifteen minutes to respond to the questions and place the completed questionnaire in the envelope provided. Your son or daughter will return it to school. Please work alone and answer all the questions. The questionnaire is designed to find out what you think about community colleges, so answer on the basis of your opinion. Your response is important -- we need to know what you think.

Sincerely,

Dorotea Evans

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Master's Candidate

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Associate Professor

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GREENSBORO, NORTH CAROLINA/27412

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Frequency of Responses for Item 1 - 30 According to Group

Item	Group A	Group B	Group C
1. There needs to be an alternative to the four-year college for post-high school education.	45.6	4.3	50.0
	97.8	8.0	4.3
	11.6	14.1	13.1
	35.0	22.8	2.1
2. Library references at community colleges are comparable in quality to those in four-year colleges.	1.0	9.5	76.1
	12.2	13.6	53.1
	30.3	22.4	27.2
	24.8	34.3	30.9
3. Counseling programs at community colleges are not helpful to students who are attending with the aid of the G. I. Bill.	8.7	75.4	17.8
	18.2	18.2	63.6
	15.6	10.0	41.5
	11.7	34.3	34.2
4. The counselors at a community college are well trained to deal with the problems of community college students.	15.6	82.2	2.1
	43.2	32.3	29.3
	36.1	15.2	8.0
	34.3	24.2	8.5
5. Library holdings at community colleges are not useful to students in occupational programs.	13.0	50.0	46.9
	4.8	23.3	61.9
	17.6	29.3	35.2
	12.9	34.4	28.1
6. The community college faculty and administrators are concerned about the success of students who transfer to four-year colleges.	21.2	28.2	6.6
	88.6	4.3	6.8
	61.1	25.0	8.0
	63.2	23.4	13.3

APPENDIX C: Supplementary Tables

Table A
Frequency of Responses for Item 1 - 35 According to Group

Item	Group ^a	Disagree	Neutral	Agree
1. There needs to be an alternative to the four-year college for post-high school education.	1	0.0 ^b	4.3	95.6
	2	2.3	0.0	97.8
	3	13.1	14.1	72.8
	4	7.1	22.8	70.0
2. Library references at community colleges are comparable in quality to those in four-year colleges.	1	76.1	7.3	3.0
	2	59.1	13.6	27.2
	3	27.2	42.4	30.5
	4	20.9	54.3	24.8
3. Counseling programs at community colleges are not helpful to students who are attending with the aid of the G. I. Bill.	1	17.8	75.6	6.7
	2	63.6	18.2	18.2
	3	45.5	40.0	14.4
	4	34.2	54.3	11.7
4. The counselors at a community college are well trained to deal with the problems of community college students.	1	2.2	82.2	15.6
	2	29.5	27.3	43.2
	3	8.8	35.2	56.1
	4	9.5	36.2	54.3
5. Library holdings at community colleges are not useful to students in occupational programs.	1	46.9	50.0	13.0
	2	65.9	27.3	6.8
	3	53.2	29.3	17.4
	4	53.1	34.4	12.5
6. The community college faculty and administrators are concerned about the success of students who transfer to four-year colleges.	1	6.6	22.2	71.2
	2	6.8	4.5	88.6
	3	8.0	25.0	67.1
	4	13.3	23.4	63.3

Table A (continued)

Item	Group ^a	Disagree	Neutral	Agree
7. It is hard for community college students to change from one transfer program to another within the same community college.	1	13.6	81.8	4.5
	2	70.5	11.4	9.1
	3	40.9	44.3	14.7
	4	28.2	53.9	17.9
8. Community college administrators work closely with the administrators of the four-year colleges in planning transfer programs.	1	33.3	48.9	17.8
	2	13.7	29.5	56.8
	3	17.0	38.6	44.3
	4	15.8	37.8	46.4
9. Remedial courses at community colleges are helpful to students who would otherwise be unable to proceed past high school.	1	2.2	15.6	82.3
	2	9.4	2.3	88.4
	3	6.8	17.0	76.1
	4	7.0	22.0	70.9
10. Credits earned at a community college are difficult to transfer to a four-year college.	1	52.2	23.9	23.9
	2	68.2	4.5	27.2
	3	36.3	37.5	26.1
	4	40.1	28.3	31.5
11. Only students who would not be accepted by a four-year college enroll in a community college.	1	84.7	4.3	10.9
	2	93.2	2.3	2.6
	3	68.2	17.0	14.8
	4	76.4	15.0	8.7
12. The community colleges are able to offer many programs that the four-year colleges cannot offer. (auto-mechanics, welding, carpentry, etc.)	1	2.2	2.2	95.6
	2	2.3	0	97.7
	3	18.0	16.9	65.2
	4	16.3	25.0	58.6

Table A (continued)

Item	Group	Disagree	Neutral	Agree
13. Community college faculty members are concerned about improvement of basic skills such as reading, writing, and arithmetic.	1	6.6	26.7	66.7
	2	9.1	13.6	77.3
	3	11.1	36.0	52.8
	4	14.8	43.0	42.2
14. Students graduating from community colleges have trouble academically after transferring to four-year schools.	1	28.9	35.6	35.6
	2	65.9	18.2	15.9
	3	41.0	36.4	22.7
	4	36.2	43.3	20.5
15. The low cost of community college is their main advantage.	1	52.2	13.3	24.4
	2	68.1	6.8	25.0
	3	39.3	18.0	42.7
	4	26.3	18.8	53.9
16. Counselors at community colleges are helpful in guiding students in examining career possibilities.	1	13.1	63.0	23.9
	2	18.6	25.6	55.8
	3	10.1	28.1	61.8
	4	5.6	27.0	67.4
17. Courses offered by four-year colleges and universities are more complex than those at community colleges.	1	15.2	17.4	67.3
	2	50.0	9.1	40.9
	3	30.3	29.2	40.5
	4	20.5	29.9	49.6
18. People who graduate from community colleges with technical degrees find it hard to get a job.	1	51.1	44.4	4.4
	2	88.6	11.4	0
	3	64.7	26.1	9.1
	4	55.9	26.8	17.3

Table A (continued)

Item	Group	Disagree	Neutral	Agree
19. Faculty advisors at community colleges are helpful to students if they encounter problems in particular courses.	1	0	73.9	26.0
	2	6.8	13.6	79.5
	3	12.5	30.7	56.8
	4	5.5	45.3	49.2
20. Community colleges are better equipped to handle students who need remedial work than are four-year colleges.	1	10.8	30.4	58.7
	2	0	15.9	84.1
	3	13.5	30.3	56.2
	4	11.9	34.9	53.2
21. Counselors in community colleges are not well prepared to deal with students of different academic abilities.	1	28.9	66.7	4.4
	2	52.3	27.3	20.5
	3	51.7	31.5	16.9
	4	55.5	29.7	14.9
22. Quality instructional materials are used by community colleges.	1	8.7	39.1	52.2
	2	0	0	100.0
	3	8.8	27.5	63.7
	4	6.3	31.5	62.2
23. Transfer programs at community colleges are acceptable to most four-year schools.	1	13.2	26.7	60.0
	2	6.8	15.9	77.2
	3	17.6	33.0	49.5
	4	13.4	33.1	53.5
24. Community college faculty consider technical programs just as important as any other program.	1	6.5	34.8	58.7
	2	13.6	15.9	70.4
	3	6.6	20.9	72.5
	4	4.8	23.8	71.4

Table A (continued)

Item	Group	Disagree	Neutral	Agree
25. Liberal arts courses offered at a community college are not equal in quality to those offered by four-year colleges.	1	19.6	23.9	56.5
	2	77.3	9.1	13.7
	3	35.2	36.3	28.6
	4	22.0	44.4	32.6
26. It is hard for students in technical programs such as nursing to transfer their courses to a four-year college.	1	10.9	47.8	41.3
	2	40.9	45.5	13.7
	3	33.0	49.5	17.6
	4	40.9	40.2	18.9
27. The faculty employed by community colleges is not as well qualified (educationally) as that employed by four-year colleges.	1	17.4	19.6	63.0
	2	79.5	2.3	18.2
	3	44.3	35.2	20.4
	4	50.0	31.7	18.3
28. Students who complete an occupational program are well prepared for employment after graduation.	1	4.4	33.3	62.2
	2	4.6	9.1	86.4
	3	7.7	24.2	68.1
	4	16.0	28.8	55.2
29. Community colleges are more accessible to most people than four-year colleges.	1	4.3	15.2	80.4
	2	2.3	2.3	95.4
	3	15.5	14.4	70.0
	4	13.4	30.2	56.4
30. The main emphasis in a community college is placed on technical and occupational programs rather than transfer programs.	1	8.7	54.3	37.0
	2	43.2	22.7	34.1
	3	13.2	34.1	52.8
	4	11.8	41.7	46.5

Table A (continued)

Item	Group	Disagree	Neutral	Agree
31. Job placement materials community colleges have on file are useful for students in all types of programs.	1	4.4	68.9	26.7
	2	4.5	36.4	59.1
	3	10.3	25.0	64.8
	4	7.9	27.8	64.2
32. Laboratory equipment in community colleges is more up-to-date than that in four-year schools.	1	41.3	39.1	19.6
	2	27.2	56.8	15.9
	3	38.9	47.8	13.3
	4	28.4	55.1	16.5
33. Courses offered in four-year colleges are more comprehensive in nature than comparable ones in community colleges.	1	8.7	34.8	56.5
	2	56.8	22.7	20.5
	3	25.3	39.6	35.2
	4	15.2	60.8	24.0
34. Counselors provide adequate help in selecting an appropriate four-year college for the students who plan to transfer.	1	4.4	73.3	22.2
	2	20.4	36.4	43.2
	3	9.9	41.8	48.4
	4	5.5	34.6	59.8
35. Four-year colleges cannot serve the needs of lower ability students as well as can community colleges.	1	4.4	20.0	75.6
	2	9.1	18.2	72.7
	3	9.9	27.5	62.6
	4	19.7	30.7	49.6

- ^a
- 1 = four-year college faculty
 - 2 = community college faculty
 - 3 = parents
 - 4 = students

^b All numbers indicate percentages.

Table B
Scheffé Test for Groups

Factor 1		Quality of Education		
Group ^a		1	2	3
2		.67 ^b		
3		.50 ^b	.60 ^b	
4		.55 ^b	.57 ^b	.46 ^b
Factor 2		Community College as an Educational Alternative		
Group ^a		1	2	3
2		.65		
3		.60 ^b	.60 ^b	
4		.55 ^b	.55 ^b	.46
Factor 3		Counseling Services		
Group ^a		1	2	3
2		.68		
3		.61 ^b	.61 ^b	
4		.57 ^b	.57 ^b	.47
Factor 6		Transfer Education		
Group ^a		1	2	3
2		.61		
3		.54	.54 ^c	
4		.50	.51	.41
Factor 7		Faculty Concern		
Group ^a		1	2	3
2		.72		
3		.64	.64 ^b	
4		.59	.60 ^b	.49

^a 1 = four-year college faculty
 2 = community college faculty
 3 = parents
 4 = students

^b significant at the .01 level

^c significant at the .05 level

Table C
Factor Score Means for Sex of Parents

Factor #	Factor Name	Males	Females
1	Quality of Education	.19	.03
2	Community College as an Educational Alternative	-.38	.03
3	Counseling Services	.27	-.25
4	Materials and Equipment	-.13	-.08
5	Remedial Education	-.04	-.05
6	Transfer Education	.31	.22
7	Faculty Concern	.07	-.24

Table D
Factor Score Means for Race of Parents

Factor #	Factor Name	Black	White
1	Quality of Education	-.05	.07
2	Community College as an Educational Alternative	-.90	.13
3	Counseling Services	.24	-.18
4	Equipment and Materials	-.32	-.03
5	Remedial Education	.05	-.05
6	Transfer Education	.30	.26
7	Faculty Concern	.12	-.29

Table E

Factor Score Means for Education of Parents

Factor #	Factor Name	Education ^a						
		1	2	3	4	5	6	7
1	Quality of Education	.44	-.40	.14	.19	.53	.16	-.77
2	Community College as an Educational Alternative	.03	-.20	.75	-.33	-.12	-.65	-1.44
3	Counseling Services	-.47	.21	-.27	-.21	-.22	.39	.27
4	Equipment and Materials	-.13	-.56	-.26	.49	-.33	.39	.07
5	Remedial Education	-.09	-.17	.63	-.41	.11	.11	-.21
6	Transfer Education	-.25	-.00	.74	.28	.05	.55	.50
7	Faculty Concern	.52	-.13	-.84	-.37	.40	.29	-.04

- ^a 1 = professional degree
 2 = college graduate
 3 = 1-3 years of college
 4 = high school graduate
 5 = 10-11 years of school
 6 = 7-9 years of school
 7 = less than 7 years of school

Table F

Scheffé Test for Educational Level of Parents

Factor 2	Community College as an Educational Alternative					
Education ^a	1	2	3	4	5	6
2	1.75					
3	1.80	1.27				
4	1.72	1.14	1.22			
5	1.96	1.47	1.55	1.44		
6	2.07	1.63	1.69	1.60	1.86	
7	2.87	2.56	2.60	2.54	2.72	2.78

Factor 4	Equipment and Materials					
Education ^a	1	2	3	4	5	6
2	1.62					
3	1.69	1.18				
4	1.60	1.05	1.14			
5	1.83	1.36	1.44	1.34		
6	1.94	1.51	1.58	1.49	1.72	
7	2.67	2.36	2.43	2.37	2.52	2.61

Factor 5	Remedial Education					
Education ^a	1	2	3	4	5	6
2	1.55					
3	1.58	1.12				
4	1.51	0.99	1.08			
5	1.73	1.29	1.36	1.26		
6	1.83	1.44	1.49	1.41	1.63	
7	2.52	2.23	2.29	2.24	2.38	2.47

- ^a 1 = professional degree
 2 = college graduate
 3 = 1-3 years of college
 4 = high school graduate
 5 = 10-11 years of school
 6 = 7-9 years of school
 7 = less than 7 years of school

Table G

Analysis of Variance for Occupation of Parents

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	Occupation Error	6 62	.35 .99	.35
2	Community College as an Educational Alternative	Occupation Error	6 62	1.84 .97	1.89
3	Counseling Services	Occupation Error	6 62	.80 .90	.89
4	Equipment and Materials	Occupation Error	6 62	1.20 .85	1.41
5	Remedial Education	Occupation Error	6 62	.67 .77	.87
6	Transfer Education	Occupation Error	6 62	.49 .89	.54
7	Faculty Concern	Occupation Error	6 62	.45 1.18	.38

Table H
Analysis of Variance for Socio-economic Status of Parents

Factor #	Factor Name	Source of Variance	df	MS	F-value
1	Quality of Education	SES ^a	4	1.12	1.27
		Error	71	.88	
2	Community College as an Educational Alternative	SES	4	2.22	2.50
		Error	71	.89	
3	Counseling Services	SES	4	.25	.29
		Error	71	.87	
4	Equipment and Materials	SES	4	.59	.71
		Error	71	.84	
5	Remedial Education	SES	4	.94	1.34
		Error	71	.70	
6	Transfer Education	SES	4	1.27	1.54
		Error	71	.83	
7	Faculty Concern	SES	4	1.96	1.77
		Error	71	1.10	

^a SES = Socio-economic Status

Table I

Factor Score Means for Occupation of Parents

Factor #	Factor Name	Occupation ^a						
		1	2	3	4	5	6	7
1	Quality of Education	.23	.03	.28	-.02	.30	-.31	-.01
2	Community College as an Educational Alternative	.09	.71	.08	-.33	-.24	-.72	-.31
3	Counseling Services	-.52	.13	-.49	.25	-.03	-.06	.03
4	Equipment and Materials	-.04	-.51	.04	-.34	.84	.47	-.07
5	Remedial Education	.45	-.10	.02	.22	-.01	-.23	-.25
6	Transfer Education	.19	.59	.61	-.02	.14	.21	.20
7	Faculty Concern	-.46	-.22	-.22	-.07	-.97	-.05	-.17

- ^a
- 1 = higher executives, major professionals
 - 2 = business managers, lesser professionals
 - 3 = administrative personnel, minor professionals
 - 4 = clerical and sales workers, technicians
 - 5 = skilled manual employees
 - 6 = machine operators, semi-skilled employees
 - 7 = unskilled employees, housewives

Table J

Factor Score Means for Socio-economic Status of Parents

Factor #	Factor Name	Class				
		1	2	3	4	5
1	Quality of Education	.37	.16	-.01	-.33	.25
2	Community College as an Educational Alternative	-.02	.54	-.22	-.24	-.49
3	Counseling Services	-.09	-.31	-.01	-.05	.01
4	Equipment and Materials	-.30	-.23	.03	.01	.18
5	Remedial Education	.25	.03	.23	-.17	-.31
6	Transfer Education	-.12	.72	.25	.14	.31
7	Faculty Concern	.48	-.54	-.25	-.30	-.08

Table K

Factor Score Means for Students Post-high School Plans

Factor #	Factor Name	Plans ^a			
		1	2	3	4
1	Quality of Education	-.01	.21	-.04	-.54
2	Community College an an Educational Alternative	-.25	-.08	-.67	-.92
3	Counseling Services	-.41	-.44	-.27	.08
4	Equipment and Materials	-.31	.02	.24	.34
5	Remedial Education	.13	-.01	-.06	-.51
6	Transfer Education	.33	-.47	-.10	.14
7	Faculty Concern	.29	.32	.09	.60

- ^a 1 = plan to attend a four-year college
 2 = plan to attend a two-year college
 3 = plan to get a job
 4 = undecided

Table L
Scheffé Test for Students' Post-high School Plans

Factor 2 Community College as an Educational Alternative			
Plans ^a	1	2	3
2	.64		
3	.58	.67	
4	1.03	1.08	1.04
Factor 6 Transfer Education			
Plans ^a	1	2	3
2	.70 ^b		
3	.62	.73	
4	1.13	1.18	1.13

^a 1 = plan to attend a four-year college
 2 = plan to attend a two-year college
 3 = plan to get a job
 4 = undecided

^b significant at the .05 level